



SPRING 1999 CATS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 7 — Writing Task 7

The **academic expectation** addressed by this task is:

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

The **core content** assessed by this task is Transactive Writing.

Transactive writing is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following:

- letters
- speeches
- editorials
- articles in magazines, academic journals, newspapers
- proposals
- brochures
- other kinds of practical/workplace writing

Characteristics of transactive writing may include

- text and language features typical of the selected form.
- information to engage the reader and to clarify and justify purposes.
- ideas to communicate the specific purpose for an intended audience.
- explanation and support to help the reader understand the author's purpose.
- well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose.
- effective conclusions.

Situation:

Before the school year began, the district superintendent sent a memo to the school principal, the teachers, and all parents at your school. The memo follows.

Date: August 4, 1996
To: School Principals, Teachers, Parents
From: District Superintendent
Re: Length of School Day

Past experience has shown that bad weather affects almost every school year. In order to prevent this school year from extending into the month of June, your district will lengthen the school day by one hour. All students will arrive at school one-half hour earlier, and leave one-half hour later than they did last year.

Writing Task:

Respond to this news by writing an editorial for your community newspaper. Include support for your response.



KENTUCKY WRITING ASSESSMENT Holistic Scoring Guide

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> Limited awareness of audience and/or purpose Minimal idea development; limited and/or unrelated details Random and/or weak organization Incorrect and/or ineffective sentence structure Errors in spelling, punctuation, and capitalization are disproportionate to length and complexity 	<ul style="list-style-type: none"> Some evidence of communicating with an audience for a specific purpose; some lapses in focus Unelaborated idea development; unelaborated and/or repetitious details Lapses in organization and/or coherence Simplistic and/or awkward sentence structure Simple and/or imprecise language Some errors in spelling, punctuation, and capitalization that do not interfere with communication 	<ul style="list-style-type: none"> Focused on a purpose; communicates with an audience; evidence of voice and/or suitable tone Depth of idea development supported by elaborated, relevant details Logical, coherent organization Controlled and varied sentence structure Acceptable, effective language Few errors in spelling, punctuation, and capitalization relative to length and complexity 	<ul style="list-style-type: none"> Establishes a purpose and maintains clear focus; strong awareness of audience; evidence of distinctive voice and/or appropriate tone Depth and complexity of ideas supported by rich, engaging, and/or pertinent details; evidence of analysis, reflective, insight Careful and/or subtle organization Variety in sentence structure and length enhances effect Precise and/or rich language Control of spelling, punctuation, and capitalization

SCORING CRITERIA

CRITERIA	OVERVIEW
PURPOSE/AUDIENCE	The degree to which the writer <ul style="list-style-type: none"> establishes and maintains a purpose communicates with the audience employs a suitable voice and/or tone
IDEA DEVELOPMENT/SUPPORT	The degree to which the writer provides thoughtful, detailed support to develop main ideas(s)
ORGANIZATION	The degree to which the writer demonstrates <ul style="list-style-type: none"> logical order coherence transitions/organizational signals
SENTENCES	The degree to which the writer includes sentences that are <ul style="list-style-type: none"> varied in structure and length constructed effectively complete and correct
LANGUAGE	The degree to which the writer exhibits correct and effective <ul style="list-style-type: none"> word choice usage
CORRECTNESS	The degree to which the writer demonstrates correct <ul style="list-style-type: none"> spelling punctuation capitalization

INSTRUCTIONAL ANALYSIS

<p>Examining instructional strengths can assist in improving writing and learning in your school. Student portfolios can provide evidence of instructional practices. This section of the Holistic Scoring Guide is provided to assist teachers in identifying sustained evidence of instructional practices through examination of student products. When scoring a student portfolio, scorers may identify <u>any number</u> of the instructional strengths listed below.</p> <p>Each bullet uses language found in the PROFICIENT cell and should be marked if the sustained performance in the portfolio demonstrates that the student has applied instruction at the proficient level in any one or more of the following areas:</p> <ul style="list-style-type: none"> Establishing focused, authentic Purposes Writing for authentic Audiences, situations Employing a suitable Voice and/or Tone Developing Ideas relevant to the purpose Supporting ideas with elaborated, relevant Details Organizing ideas logically Using effective Transitions Constructing effective and/or correct Sentences Using Language effectively and/or correctly Editing for correctness

COMPLETE/INCOMPLETE PORTFOLIOS

<p>A portfolio is <u>incomplete</u> if it does not contain:</p> <ul style="list-style-type: none"> Writing in each category Reflective (Letter to Reviewer), Personal, Literary, and Transactive Required number of pieces in each category <ul style="list-style-type: none"> 4th grade—4 pieces 1 in each category 7th and 12th grade—5 pieces 1 in each category 1 extra in either personal, literary, or transactive Completed Table of Contents Title, Category, Study Area, & Page Number for each piece Signed Student Signature Sheet Required number of Content Piece(s) (pieces from content areas other than English/language arts) <ul style="list-style-type: none"> 4th and 7th grade—at least 1 content piece 12th grade—at least 2 content pieces <p>A portfolio is also incomplete if any pieces</p> <ul style="list-style-type: none"> are proven to be plagiarized. are different from those listed in the Table of Contents. are written in a language other than English. demonstrate only computational skills. consist of only diagrams or drawings. represent a group entry.



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Sample of Proficient Response of Student Work

Student Response

A SUMMERTIME BUM

Each day is getting hotter and sunnier as we creep towards summer! There's more time to play outside or work in your flower garden with the sun beating down on your back... more time to go on picnics in the park.... Is this starting to sound like a summer fantasy?! The Superintendent's plan changes your fantasy into reality in an entire school day!

It seems as though every school year is getting dragged out longer and longer into the summer. Kids have missed too much school because of the bad weather we've had, and school is barely letting out until they have to just go back for another year! Kids are receiving no time for summer fun - being forced to go to school on a day they should be outside with their friends getting sweaty and grimy!

But it's not just the fact that kids shouldn't have to go to school in the summer. Many families schedule vacations soon after the last school day zooms by. Because of the bad weather, the last day of school has gotten pushed back more and more. The extended school year is colliding with people's vacations - making it practically impossible to get away from it all and relax.

This response to Task 7, an editorial about extending the school day as a solution to bad weather make-up days, is an appropriate response to the task. This response clearly addresses their audience and focuses on supporting the superintendent's plans to lengthen the school day by one hour. Ideas are presented in a logical order and have depth of development ("Kids are receiving no time for summer fun but forced to go to school on a day they should be outside with their friends getting sweaty and grimy" and "The extended school year is colliding with people's vacations..."). There is an evidence of voice created through controlled idea development, language, and sentence structure. The writer uses acceptable and effective language ("The Superintendent's plan changes your fantasy into reality in an entire school day!"). This piece portrays characteristics of a proficient writer.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work (cont.)

Student Response

(continued...)

This 'burning' problem has become a set-back for me, too. Each summer, I go to the Black Mountains for a church retreat, thinking the school year will be over in time. Since we have had to add extra school days in the summer to make up for the 'unreasonable weather days', I can't take my annual vacation! I, along with other disappointed families who have early vacations, can do nothing except miss the last few days of school.....

Which leads us to yet another problem! (Pretty soon, we'll have a train of misfortunes!) Being in middle school, you have to take important finals that determine all you've learned that year. *They are required!* Students shouldn't have to miss finals to go on vacation that was supposed to be a SUMMER occasion!

There is only one solution to these problems - allow the Superintendent to go through with his plan! If we are able to make up our bad weather days by going to school earlier and leaving later, our summers wouldn't be such a drag. We would all have time to play outside and work in the flower garden with the sun beating down on our backs... or take picnics in the park, or even take a family vacation! If we adjust our school schedule each day, these ideas wouldn't have to be fantasies!

"WAKE UP, REALITY!!"



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work (cont.)

Student Response

(continued...)

In the long run, if we regulate our school hours to go one-half hour early and stay one-half hour late, it would do lots more help than harm. People would have more time to do whatever fits their fancy-whether it's playing outside or just sleeping until eleven and waking up to the smell of the summer breeze... and pancakes!

These catastrophes aren't going to create a summertime bum for me.....

Will they for you?



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Apprentice Response of Student Work

Student Response

As all of you students, teachers, and principals know our city school got out on June fourth last year. The weather is what caused us to get out at such a late date. This year the district super intendent dosen't want to get out in June, he has decided that the students will go to school an hour longer. The students will show up half an hour late. This means that the students will have to be at school at *7:18 and will get home at 3:00.

The school is telling these kids to show early, this means they will have to wake up earlier. This is not right, it is unfair for them to ask the students to get up early. That is the hardest thing to do as a young adult. I think that they should just go an hour later in the afternoon, but I have a small problem with that also. If the kids go later they will get hungry and not do their work to the best of their ability. So in order to solve this problem I suggest that the students get a break. At 2:30 they could let the students have a break. I have observed this at different schools. A break is where the students are dismissed into the cafeteria, there they can buy candy or pop. This lasts about ten minutes. When the students come back into the room they are refreshed and eager to learn again. If the school has a problem with giving the students a break they could lengthen their lunch period.

This response to Task 7, an editorial about extending the school day as a solution to bad weather make-up days, is an appropriate response to the task. The writer begins by speaking directly to an audience and attempts to establish a purpose for writing. However, as the piece continues, it becomes difficult for the reader to understand the author's position since the author seems to shift their stance (starts with telling the problems created by this solution and ends by supporting the idea. Lapses in focus are evident by the presentation of several ideas and details, which contradict the author's eventual statement of support for the extension of the school day. This piece portrays characteristics of an apprentice writer.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Apprentice Response of Student Work (cont.)

Student Response

(continued...)

You may have only heard the things that I think are wrong but I do support this. I think that this idea is a good one. It's great to get out of school before June. The students have more time to play and have fun.

I feel that the superintendent has a great plan if he will work out the flaws. Good luck to all the students, teachers, and principals out there. I hope your new schedule works well.

*Time is based on my school schedule.



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Sample of Novice Response of Student Work

Student Response

School Issues

I school superintendent would like for schools to add one hour to every school day to prevent the school year from going into the month of June. The superintendent thinks we should arrive at school one-half hour earlier, and get out of school one-half hour later than in the previous years. I think this is a very good idea. The reason I think it is a good idea is so that the school year does not have to take away from our summer. I also think this because this might even mean that the school year will end earlier that it did in the previous years. Also it will help the children to become more educated. I hope I have given you good information to inform you on our decision about school to add one hour to every school day so that we don't have to take the school year into the month of June. Another reason they have decided this is they used information from past experience in school years that almost every school year has been made longer because of weather conditions. So please support our decision. Thinks for your time.

This response to Task 7, an editorial about extending the school day as a solution to bad weather make-up days, is an appropriate response to the task. Ideas related to the topic, since essentially a list, (“a good idea so that the school year does not have to take away from our summer” and “Also it will help the children become more educated.”) are minimally developed preventing this piece from establishing clarity or supporting a purpose. The writing is randomly organized, with the conclusion (“I hope I have...”) thrown in the middle of the essay. This piece portrays characteristics of a novice writer.



SPRING 1999 CATS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 7 — Writing Task 8

The **academic expectation** addressed by this task is:

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

The **core content** assessed by this task is Transactive Writing.

Transactive writing is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following:

- letters
- speeches
- editorials
- articles in magazines, academic journals, newspapers
- proposals
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- other kinds of practical/workplace writing

Characteristics of transactive writing may include

- text and language features typical of the selected form.
- information to engage the reader and to clarify and justify purposes.
- ideas to communicate the specific purpose for an intended audience.
- explanation and support to help the reader understand the author's purpose.
- well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose.
- effective conclusions.

Situation:

Your local newspaper wants to let its readers know good things about the youth of your community. Recently, this advertisement appeared.

ACTIVE YOUTH

Send us an article that tells about a hobby or activity that you like. The article can be about unique or unusual hobbies you may have, or it can be about an activity or hobby that others like to do. It's up to you! Let's inform our community about what teens enjoy doing.

Writing Task:

In response to the youth promotion advertisement to promote a positive image of teens, write an article about a hobby or activity that you like. Remember that this can be an unusual or unique hobby of your own or an activity or hobby that others like to do. Include helpful and supportive information in your article.



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Sample of Proficient Response of Student Work

Student Response

"Waaah!" my brother of one year howled in the distance.

"You wait right here, Jordan, I'll be right back," I informed the three year old. He was perched in a plush, forest green rocking chair, totally engrossed in his cartoons.

"Aaah...", I sighed as I made my way to the newly awakened baby, "Another hectic day of baby-sitting!"

As I lifted the soft, cuddly body of my youngest brother from his bed I thought, "It can't get much better than this."

I know, I know! Most teens my age would have griped and argued with their parents, done anything for them, to get out of a boring night of baby-sitting two little rascals, but not me! I love my younger brothers to death and would baby-sit them anytime.

Baby-sitting is one of my favorite hobbies. I not only baby-sit my brothers, but my cousins, neighbors, even my best friend's sisters.

While baby-sitting you not only can teach children things, but they can teach you as well. They see things in a different perspective, therefore their opinions shine a different light on something you may never would have thought of.

This response to Task 8, an article about a hobby or activity he/she likes, is an appropriate response to the task. The writer maintains a clear focus that baby-sitting is a hobby he/she enjoys and continually addresses the audience throughout the piece ("While baby-sitting you can not only teach. . .", "If you get a job as a baby-sitter, it may be a good idea. . .", and "If you are in your first baby-sitting job. . ."). The informational voice helps establish an appropriate serious tone. The writer demonstrates the ability to control the focus by presenting ideas in a logical order and by providing adequate elaboration of ideas. This piece portrays characteristics of a proficient writer.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work (cont.)

Student Response

(continued...)

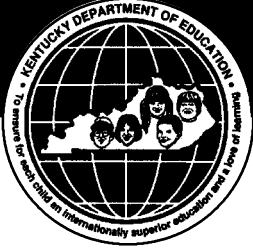
If you get a job as a baby-sitter, it may be a good idea to take along a "Bag of Fun Things To Do." This is a bag or a box that has been creatively decorated by you. Inside you should place some of your old toys, games, books, and puzzles. This gives the kids a nice surprise, and some new treasures to play with while you are there.

Be sure that you get an emergency number from the parents before they leave, in the instance that an accident occurs.

Be smart while you are in charge. Do not be boisterous or irresponsible, and always follow any rules the parents may set. For example, get the kids to bed on time, no junk food, no television after eight o'clock, etc...

If you are on your first baby-sitting job it may be a good idea to have your mother, father, grandma, grandpa, or other relative or friend, to call and check on you every half an hour to an hour. You may need a little encouragement with you first sitting job, and a cheerful phone call can do the trick.

If you end up needing some assistance on your first job, (if the child is a little, uh, wild) do not be embarrassed to call someone to come over and help you out.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work (cont.)

Student Response

(continued...)

I know that most teens dislike baby-sitting, and would rather do without their younger siblings, but if you look past the dirty diapers and occasional tantrums, children are really precious little angels.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Apprentice Response of Student Work

Student Response

Youth Activity

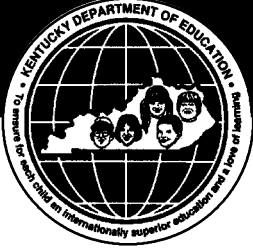
Nowadays, when people think of teenagers, they think of them joining gangs, doing drugs, and shooting people. However, I don't know of anyone that actually does all those things. Most of the kids I know are good kids, who are active in their school, church, and community.

Of course, there is the other stereotype that kids want to "party all night long." Kids do enjoy parties, but so does just about everyone else. There isn't anything wrong with going and having a good time by talking and dancing with your friends. I for one, don't enjoy the party scene. There are too many people around.

Unlike most teens, I enjoy spending time with my family. See, my parents make an effort to do things I like. Also, I try to do things they enjoy. I like spending time with them because during the summer, they are out quite a bit. So, I have plenty of time to myself then.

When I spend time with them, there are many thing we like to do. I like to play tennis with my mom. Playing tennis is fun because it is great exercise and it gives my mom and me a chance to talk. My mom and I also enjoy fishing. Fishing is very relaxing, and it is fun.

This response to Task 8, an article about a hobby or activity he/she likes, is an appropriate response to the task. The writer does attempt to communicate with an audience for a specific purpose (that he/she likes to spend time with their parents since each makes an effort to do what the other likes, "See, my parents made an effort to do things I like.>"). Additionally, the writer has many ideas, but none of these ideas are fully developed and at times are confusing ("... I like spending time with them because during the summer they are out quite a bit. So, I have plenty of time to myself then.") The language and sentences are simplistic. This piece portrays characteristics of an apprentice portfolio.



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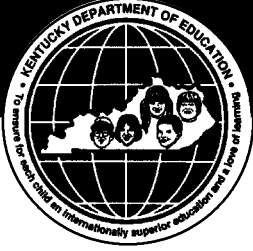
Sample of Apprentice Response of Student Work (cont.)

Student Response

(continued...)

Things are different with my dad. We get along well on our own. We don't have to do any thing special, just talk. He is fun and pretty easy to talk to. My mom usually isn't.

Society needs to understand that teenagers like different things. Usually, the general public's stereotypes are completely wrong.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Novice Response of Student Work

Student Response

Dear Editor,

A hobby that I enjoy that may be unusual or unique or just plain would be roller blading. I don't know what it is about roller blading, I guess it's just the thrill of flying through the air with nothing to slow you down. You feel light as a feather when you go through the air about 3' from the ground.

Roller blading has a couple positive things about it such as it can make you physically fit and it is real easy to learn how to roller blade. You never run out of places to go if you roller blade because there is always somewhere new to try out.

Roller blading is more mental than physical because it does not matter what shape you are in you can learn how to roller blade easily. It is more of trying hard because if you quit you don't know how it would have turned out if you had kept on trying.

← This response to Task 8, an article about a hobby or activity he/she likes, is an appropriate response to the task. The lack of focus and poor organization in this piece demonstrates a limited awareness of audience and purpose. The ideas are minimally developed using limited details. The organization is random and weak. The writer uses some incorrect and ineffective sentence structure. This piece portrays characteristics of a novice writer.